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ABSTRACT

The preservice, inservice, field-based teacher education program of Ohio State University is designed as an integration of theory and practice involving preservice students with local children during all four years of their career preparation, under the close observation of university instructors. The inservice portion of the program was developed in part to counteract the uncritical identification of student teachers with their cooperating teachers' methodologies and in part to expose inservice teachers to new methods and theories. Techniques used for these purposes included freshman practical experience in supervision coupled with inservice teacher participation in field-based methods courses, summer institutes, workshops, tours, debates, etc. Evaluation of inservice teachers' performances in these programs are used to identify good teachers and enlist their services for cooperating teacher positions. The core of the program is a series of preservice professional growth experiences, divided into three phases: (1) a freshman year concentration, "Focusing on Self and Choice of Career," concerned with developing, through field experiences, an adequate picture of self and role, testing the role concept against reality, and modifying the concept to satisfy the student and benefit society; (2) a sophomore year program, "Exploring the School within the Context of Community," concerned with identifying the school microcosm and school-community relationships, educational psychology, and a possible future synthesis seminar; (3) methods course blocks in various curricular groupings (Introductory courses; Language Arts; Math, Social Sciences and Science; Fine Arts; Integrated Interdisciplinary Block; Student Teaching Experience) designed to allow students an opportunity to work at one school for a considerable portion of each school day over a significant period of time. (MB)

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# AN INTEGRATED PRE-SERVICE/IN-SERVICE SCHOOL-BASED TEACHER EDUCATION MODEL

Shirley F. Heck

Bring your campus to us. Bring your courses and your professors to our house. Let's play school in our backyard for a change. Come to us and see our programs in action, then give us the assistance we need. We want you to help us with our problems. (Manera & Wright, 1975, p. 28)

This cry of teachers was heard and responded to positively by the designers of the Integrated Pre-service/In-service School-based Teacher Education Model at The Ohio State University Mansfield Campus. This cry was a mutual one. The university personnel were also voicing a need to work cooperatively and systematically with public schools. In order to provide realistic field experiences for the pre-service teachers, the university personnel had need of teachers who possessed both teaching and supervisory expertise. There was also need for supportive classroom environments with opportunities to work with public school children.

The Mansfield Model represents four years of programmatic development, evaluation, and re-direction. It is based primarily on a philosophy of integration: a functional integration of theory and practice; an integration of pre-service/in-service professional development; and, integration with supportive educational agencies. A viable partnership with elementary schools, the State Department of Education, and The Ohio State University provides for a reciprocal strengthening of both pre-service and in-service professional development. The times and needs of more relevant experiences for future teachers require colleges, public schools, and state departments to enter into "deeper and deeper

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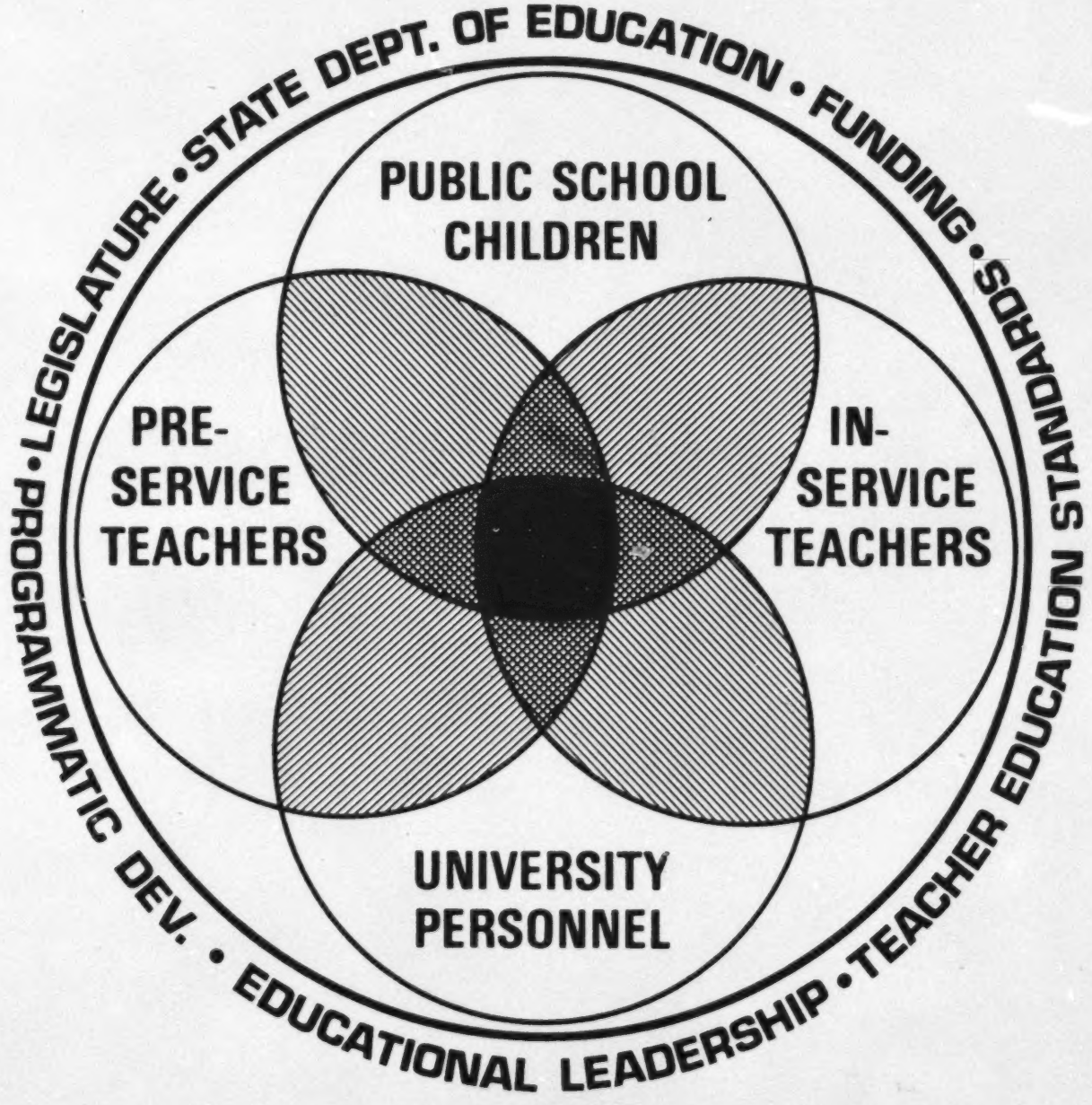
# AN INTEGRATED PRE-SERVICE/IN-SERVICE TEACHER EDUCATION MODEL

## The Ohio State University
## Mansfield Campus


PUBLIC SCHOOL CHILDREN
PRE-SERVICE TEACHERS
IN-SERVICE TEACHERS
UNIVERSITY PERSONNEL
LEGISLATURE • STATE DEPT. OF EDUCATION • FUNDING • STANDARDS
PROGRAMMATIC DEV. • EDUCATIONAL LEADERSHIP • TEACHER EDUCATION

complementary relationships that are integral to the Mansfield Model. Recent studies confirm the strength and value of this type of cooperative partnership in which professional potential is combined toward accelerated in-depth achievement. (Bosley, 1969; Bottoms, 1975; Smith, 1975; Galler and Toney, 1974)

Integration of Theory and Practice

The development of pre-service teachers in terms of "a process of becoming" served as a focus for changing from a program with virtually no field-based experiences, except student teaching, to one in which a continuum of field experiences is designed so that the pre-service students are involved with children and in-service teachers each year of their four-year preparation program. In fact, guided-field experiences are scheduled for each quarter of the junior and senior years. The experiences have been sequenced developmentally to meet the readiness levels of the pre-service students. Teaching responsibility is increased gradually both in terms of time and degree of instruction. All the students enrolled in the same methods block are involved in the respective teaching experiences at the same time and in the same school. This allows the university instructors who are responsible for the methods courses to observe the teaching experiences and conduct follow-up seminars based on daily observations.

Theory, integrated with practice, is not a flight from theory to performance, as such, but a program "used to illuminate, exemplify, and utilize theory." (Broudy, 1972, p. 14) The recurring theme throughout a symposium entitled, The University Can't Train Teachers, conducted in Denver, Colorado, 1971 was that the most powerful kind of impact university personnel can have on pre-service programs is to really be

involved in the schools themselves with the people already there. Foster (1972) concluded that the university can't train teachers on the university campus but rather in schools under the guidance of university personnel working cooperatively with school personnel.

The value of the guided field-based experiences continues to amaze the university instructors. They concur with Blume's (1974) observation that the most important learning is the discovery of what one needs to know and what skills are really required to become a teacher. The attitudes of a student toward the teaching of reading are quite different when he has just returned from a primary classroom where he worked with a non-reader.

Field experiences, alone, are not sufficient. The seminars are critical to maximizing the value of the field experiences. The synthesis seminars open the door to questioning. The goal is to lead the pre-service students to a stage of asking critical questions rather than just answering them. Students are guided in making relationships between learning theory and teaching theory. So often learning and teaching are conceived of as two separate entities. In reality, if teaching is to be effective, it must be based on learning theory as it relates to the individualized needs, interests, and socio-economic backgrounds of children.

The seminars offer the pre-service students an opportunity to explore the personal meaning of the various teaching experiences they are encountering. They are helped to think through the "reason why" they want children to do something. Several different forms of self-evaluation are used during the seminars. Occasionally, students are given open-ended sentences to complete, such as, "I discovered..., I

learned..., Children are..., The teacher's role is..., I'm beginning to wonder...." Another approach, advocated by Simon (1976), is to have the students answer three questions about the teaching experience: If I were to repeat the lesson, what would I do the same? What would I do differently and why? What kind of help do you want from the university professor? This approach, in addition to self evaluation of the videotapes, leads the students to assume a greater responsibility for analyzing their own behaviors. This self-discovery process leads to a greater understanding of themselves which is so necessary if they are to help others in their search. (Jersild, 1955)

Integration of Pre-service and In-service Professional Development

The designers of the Model concurred that "the concept of a continuous professional education must supplant the dichotomy between pre and in-service programs." (Harris Teacher's College, 1973) The need for collaboration became apparent when the university supervisors witnessed a drastic change in pre-service students' teaching styles from the methods courses to the student teaching experience. The experiential activity-oriented approach used effectively during the methods courses changed to a more passive textbook approach during the student-teaching experience. Even though the pre-service students were convinced of the value of the concrete approaches to teaching and had experienced great success and confidence in using this approach during the methods courses, they patterned their teaching styles after those of their cooperating teachers.

Concerned about the change in the teaching styles of the student teachers, an instrument was administered to both the cooperating teachers and student teachers. The instrument was designed to assess perceptions

regarding the teaching of math. The response continuum ranged from Strongly Agree (1) to Strongly Disagree (5). The results, computed by way of a paired-t-test, are depicted in Table 1. Seven out of the nine questions indicated a statistically significant difference at the .01 level and two at the .05 level. Questions focused on the use of concrete materials, the size of instructional groups, the value of problem-solving activities, the function of drill vs. discovery in math. Such discrepancies between the cooperating teachers' philosophy and that of the student teachers are bound to be a source of potential conflict. Only when teachers understand the relationship of an experiential approach to learning theory will they support and implement such an approach to teaching. Furthermore, student teaching should be a time when students are encouraged to try out their new ideas learned in the methods classes. Yet, if cooperating teachers do not perceive these ideas to be important or related to the learning process, student teachers will not receive the reinforcement, encouragement and constructive criticism they need.

Results from this study and similar studies convinced the designers of the Mansfield Model of the urgent need to bridge the gap between the philosophies being developed during the pre-service methods courses and the philosophies of the cooperating teachers. This is particularly important when one considers that numerous research studies have revealed that the teaching behaviors of student teachers moved from minimal identification or negative identification with the teaching styles of the cooperating teachers in the initial days of student teaching to significant identification and association with the teaching styles by the end of the student teaching experience. (Seperson, 1971; Flint, 1965;

Table 1

Perceptions of Cooperating Teachers and

Student Teachers Regarding the Teaching of Math

| Items | Means | | T-Value* |
|---|---|---|---|
| | Students | Cooperating Teachers | |
| 1. Children need to use concrete, physical objects to understand certain basic math concepts. | 1.33 | 2.44 | 3.162* |
| 2. Problem-solving activities that require lengthy periods of time are not as valuable as time spent mastering math facts and computation skills. | 4.66 | 3.22 | 4.913** |
| 3. To allow for more direct instructional time, the average size class should be taught as one large group rather than to divide it into 2 or 3 small groups. | 4.88 | 2.44 | 10.094** |
| 4. Due to the abstract nature of math, children learn better in a silent situation than in interacting with one another. | 4.88 | 3.77 | 3.592** |
| 5. The teacher's role in teaching math is primarily that of imparting the important mathematical concepts | | | |

Table 1 (Continued)

| | | | |
|---|---|---|---|
| to the children. | 4.22 | 2.66 | 3.500** |
| 6. Because of the scientific precision of math, there is always one correct answer to a problem. | 4.33 | 2.66 | 3.779** |
| 7. Short, quick drills are important for increasing understanding of mathematical concepts. | 4.77 | 2.88 | 5.375** |
| 8. Having children discover mathematical concepts is too time consuming. | 4.66 | 3.33 | 2.412** |
| 9. Because of the scientific precision of math, children should be taught that there is one best way to solve a problem. | 4.88 | 2.66 | 8.000** |

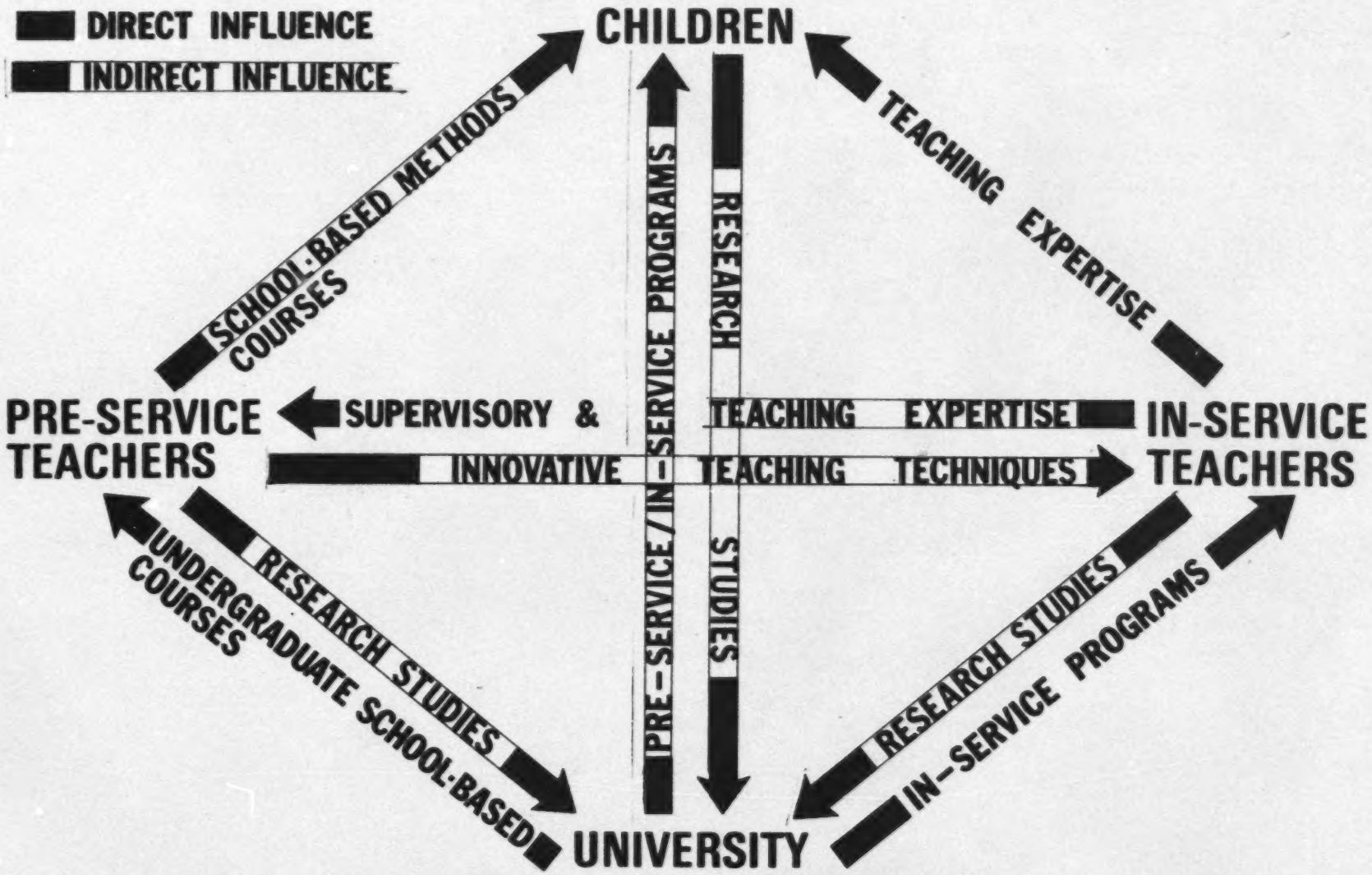
a df = 9

b N = 18

* $p < .05$

** $p < .01$

# MATRIX OF PRE-SERVICE/IN-SERVICE EDUCATIONAL INFLUENCES



Bennie, 1967; Price, 1961)

The research findings of Copeland and Boyan (1975) indicated that cooperating teachers influence the behavior of student teachers both directly and indirectly. Direct influence occurs when the cooperating teacher engages in supervisory activities; indirect influence occurs through the modeling of various teaching behaviors. Furthermore, the indirect influence cooperating teachers have on the pre-service teachers becomes direct influence on the public school children. The matrix of these interrelated influences, depicted in Figure 2 shows how each group benefits from an integrated pre-service/in-service program.

The programmatic design of the Mansfield Model focuses on both the direct and indirect influences of cooperating teachers. It is designed to change cooperating teachers' indirect influence by improving their teaching skills. Obviously, their teaching skills reflect their attitudes and ideas regarding students and the process of learning. There is a need for a greater awareness of learning theory as it relates to the individualized needs, interests and backgrounds of children. As teachers grow in this awareness, attitudinal changes should occur. These attitudes in turn should be reflected in pedagogical changes. Accordingly, the following attitudinal and pedagogical objectives serve as examples of in-service goals to improve the teaching behaviors of the in-service teachers:

1. A greater understanding of children and their socio-economic backgrounds.
2. A more open attitude toward changing instructional techniques that meet the unique needs of children.
3. A greater exposure to and understanding of theories of learning that

support the need for concrete manipulative experiences; the need for student involvement in the learning process; the fact that process is more important than product; quality of ideas is more valuable than quantity.

4. A greater understanding of children's language acquisition and experiences which will involve them in extensive reading and writing, based on their interests and cognitive development.

5. A greater understanding of the inquiry approach that leads to critical problem-solving and decision making, especially, in the math, science, social studies, and every day situations.

6. A greater use of audio-media resources, resource personnel within the school district and community resources in order to provide children with the life experiences that are so critical to learning.

The second thrust of the in-service program is to improve the teachers' direct influence on student teachers by providing a process of supervision which focuses on changing teaching behavior. According to the report of the Multi-state Teacher Education Project (Bosley, 1969) "even outstanding teachers should never be given supervisory responsibilities without special training (p. 105)." Techniques and models of systematic and objective observation of pre-service students are explored and examined. These models are then applied to analyzing the teacher behaviors of the pre-service students via video-tapes. Models for evaluating verbal and non-verbal communication are also used. Sergiovanni's (1969) philosophy of supervision as self-management is considered a very valuable goal for both in-service and pre-service teachers. In developing the competency to evaluate pre-service teacher behaviors, the in-service teachers also develop the needed competency to analyze their own teaching behaviors.

Continuous Professional Development of In-service Teachers

In-service is achieved through a series of cooperatively planned experiences linked to the implementation of the field-based pre-service program. The results of an extensive research study conducted by Lawrence (1974) add significant credibility to the in-service approaches integral to the Mansfield Model. The study included a comprehensive review of research on in-service education in which 97 studies were analyzed in terms of materials, procedures, designs, and settings. Findings directly related to the school-based in-service component of the Mansfield Model included the following:

School-based in-service programs concerned with complex teacher behaviors tend to have greater success in accomplishing their objectives than do college-based programs dealing with complex behaviors. (p. 8)

Teacher attitudes are more likely to be influenced in school-based than in college-based in-service programs. (p. 9)

Teachers are more likely to benefit from in-service education activities that are linked to a general effort of the school than they are from 'single-shot' programs that are not part of a general staff development plan. (p. 15)

Several different models for school-based in-service were used in implementing the Mansfield Model. A very effective approach was to have cooperating teachers of the Freshmen Early Experiencing Program enroll in a supervisory course designed to acquaint them with their role of working with future educators. The class met on a weekly basis for the ten-week quarter. The first hour of the seminar was scheduled just for the cooperating teachers; the second hour the cooperating teachers and university instructor worked together as a team in facilitating the pre-

service personal-growth seminar; the third hour was spent with just the pre-service students. The overlap hour for both pre-service and in-service teachers proved very beneficial in developing empathic relationships with each other. Cooperating teachers developed a better understanding of the feelings, needs, anxieties and attitudes of freshmen college students, as well as, ways to deal effectively with them; conversely, the freshmen students witnessed the sincerity and commitment of in-service teachers to work with them in their professional development. Even two or three years after the freshmen experience cooperating teachers report that the students come back and spend time working in their classroom. Each year a similar course was offered until a strong, sizeable cadre of teachers was prepared. As a result, in most cases, the freshmen early experience students are placed with selected teachers who are familiar with the goals of the program and have been successful in fostering the professional growth of the pre-service students.

Another excellent means to continuous in-service professional growth is through the field-based pre-service methods courses. Teachers are exposed to many creative instructional activities implemented by the pre-service students during the school-based methods courses. Weekly seminars for the in-service teachers serve as a basis for relating these innovative ideas to the principles of learning theory. Pre-service students are often involved on a voluntary basis in the in-service seminars and workshops.

An ideal approach to in-service is a two-week summer institute for teachers who will be involved with pre-service students over an extended period of time. Follow-up mini-courses each quarter serve to review programmatic designs, to provide information from guest consultants on

selected topics, to consider problems objectively, to evaluate supervisory and teaching practices, and to guide activities related to both curricular and pre-service programs.

The OSU Mansfield Pre-service/In-service Teacher Education Association, also, promotes professional growth through pre-service/in-service sharing of ideas. Workshops, seminars, tours, debates and guest lectures are planned on a monthly basis for both pre-service and in-service teachers.

Throughout all of the in-service programs, evaluative techniques are used to identify teachers who show competency both in terms of supervisory ability and teaching ability. Cooperating teachers who demonstrate these abilities are selected by the university personnel to work with the pre-service students. The designers of the Mansfield Model concur completely with the Spearfish Workshop consultants who maintain:

No student teacher should be placed with a supervising teacher who is incompetent or who expresses unwillingness or even reluctance to assume responsibilities for guiding the student in his teaching experiences. Student teachers have a right to feel wanted. The supervising teacher's attitudes toward the student, his interest in him, his ability to give guidance for effective growth, and his ability to establish wholesome interpersonal relations are very important to desired growth in future teachers. (Curtis, 1957, p. 24)

Teachers who demonstrate these teaching and supervisory abilities and attitudes are rewarded an honorary certificate which entitles them to become involved as co-artisans in planning and nurturing the potential of future educators.

Description of Programmatic Experiences

The pre-service professional growth experiences are divided into three phases:

Phase I: Focusing on Self and Choice of Career

Phase II: Exploring the School within the Context of Community

Phase III: Conceptualizing and Implementing the Educational Process

Table 2 outlines the field-based experiences within each of these phases of development. The experiences include an intensive Freshmen Early Experiencing Program, quarterly field-based experiences, Sophomore Community Experience, school-based methods courses, an integrated fine arts block, an integrated interdisciplinary quarter, and the culminating student-teaching experience.

The designers of the Model recognized the value and need for field experiences in diversified socio-economic school areas. They were concerned that many of their first year teachers were employed in the white Appalachian or urban areas without any special preparation. Recent research studies indicate that "the teacher of the disadvantaged is faced with a situation sufficiently unique that a pattern of educational preparation other than the traditional seems required to provide a reasonable chance of success." (Usdan, 1965, p. 1) This pattern should include extensive field-experiences with children from diversified socio-economic backgrounds. Accordingly, field experiences are scheduled to provide experience in numerous diversified school settings including urban, suburban, rural and white Appalachian areas. The readiness levels of the students, the amount of pre-service instructional responsibility, and the amount of direct university supervision were considered in selecting the school sites for the specific experiences.

Table 2

Pre-service Program Sequence of Field-based Experiences

"A Process of Becoming a Professional"

| | | | |
|---|---|---|---|
| | First-year Teacher | | |
| | Monthly Seminars | | |
| Senior Level | Pre-service/In-service Student Education Association | | |
| | Social Studies<br>Science and Math Block<br>12 hours per week | Integrated Block<br>16 hours per week | Student Teaching<br>Full-time |
| Junior Level | Child Guidance<br>Piagetian Tasks<br>Conceptions of Teaching<br>Observational Tours<br>of<br>Diversified School Settings | Fine Arts Block<br>Music<br>Art<br>Creative Dramatics<br>Health/Physical Education | Language Arts Block<br>Reading<br>Language Arts<br>Children's Literature<br>12 hours per week |
| Sophomore Level | Sociology of Education<br>3-4 hours of observation per week | Educational Psychology<br>2 hours observation per week | Synthesis Seminar<br>2 hours per week |
| Freshmen Level | Freshmen Early Experience Field-based Program<br>16 hours per week | Freshmen Early Experience Seminar<br>3 hours per week | Synthesis Seminar<br>2 hours per week |

Phase I: Focusing on Self and Choice of Career

Many freshmen students enter college searching for answers to questions about themselves and their future life goals. Although the ultimate answers reside within the individuals themselves, the college can provide them with exploratory work experiences and personal-growth seminars that will help them to discover many of the answers to their own questions and to make informed career choices.

The Freshmen Early Experiencing Program can be viewed within the context of Super's (1951) definition of vocational guidance:

A process of helping a person develop and accent an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality, and to convert it into reality with satisfaction to himself and benefit to society (pp. 88-92).

The Freshmen Early Experiencing Program (Heck and Black, 1977) focuses on exploring teaching as a potential career, as well as, on involving the individual student in the process of influencing his or her own future. Career decision-making requires an in-depth knowledge of a specific career. It also requires a realistic consideration of one's abilities, attitudes, needs, personality characteristics and other important life-style and human relations factors. The Freshmen Early Experiencing Program interrelates both of these components: knowledge of a specific career and knowledge of self.

Career exploration is achieved by placing students in selected school sites for approximately sixteen hours each week of a ten week quarter. Placements are made with cooperating teachers who have attended an intensive in-service workshop or course to acquaint them with their role as educators of future educators. Students remain with the same

cooperating teacher throughout the quarter. This concentrated placement affords an opportunity for students to develop a greater in-depth professional relationship with the classroom teacher who serves not only as a cooperating teacher but also as counselor.

The exploratory field experiences offer a real challenge to the freshmen students. Challenges are the basis for growth. If growth is to occur at the college level, something has to happen to make it occur. Students must be introduced to stimuli which challenge them to make new responses and thus to expand their personality. (Sanford, 1962) The reason adults do not as a rule develop very much is because they are able to arrange their lives in such a way that they are sufficiently rewarded and insufficiently challenged. (Havice, 1968)

Students are challenged by a variety of experiences during the Freshmen Early Experiencing Program. These experiences include such things as: designing bulletin boards, checking papers, doing tutorial instruction, designing interest centers, supervising library, lunch and playground activities, operating audio-visual equipment, attending faculty meetings, planning study tours, and instructing small groups of children.

Detailed guidelines regarding these experiences are outlined in a handbook for the students. Mastery of teaching methods is not a program goal. Rather, emphasis is placed on allowing each student to explore as many aspects of teaching as feasible under the guidance of professional personnel. The cooperating teachers in the program contract to spend time giving suggestions to the students who need direction and encouragement. Some students are ready to assume leadership immediately. Others need to develop a sense of security before assuming initiative in

undertaking identified experiences.

The field experiences offer answers to many of the questions students have about the choice of teaching as a career; however, the experiences also raise additional questions regarding self, children, teachers and the school environment. A random selection of "I'm beginning to wonder...statements," taken from the students' weekly logs, show that students began to question:

...how much freedom kids should have in a classroom.

...if teaching is what I really want to do. I know I could do it if I put my mind to it, but I'm not sure I would enjoy it as my chosen profession.

...why so much time has to be spent on discipline.

...why teachers stay in the profession when they're not happy.

...if I will be able to fulfill all that a teacher is suppose to do.

...if I can ever attain enough knowledge to teach others.

...if I'm the teacher type or not.

Many of these questions are raised and discussed during the second component of the Freshmen Early Experiencing Program, namely, a weekly 3 hour personal-growth seminar. The seminar focuses on students' reactions to teaching as a career choice and on the development of those human relations skills that are integral to any of the helping professions. The development of human relations skills cannot be taken for granted. Rather they need to be identified and developed systematically like any other skill. Effective human relations requires and presupposes many developmental skills. The human relations aspect of the Freshmen Early Experiencing Program is designed chronologically on the basis of prerequisite skills. Accordingly, the seminar is divided into the

following components: awareness, appreciation and acceptance of self; communication skills; problem-solving and decision-making skills; and, educational leadership and career development.

The seminars attempt to provide for the needs of a student as a richer, fuller person through concrete simulation activities involving self-exploration and self-affirmation. Reactions of students to the influence of the seminars include such comments as the following:

I discovered I'm really important in life.

The seminars have convinced me that I can make a difference.

After four years in the service and six years out of high school, I found myself still wondering what I was doing and where I was going in life. The seminars helped me plan some realistic life goals and ways to achieve them.

I've discovered "a me" that I like.

The seminars offered me steps to take to solve many of my personal problems.

I'm beginning to be proud of my strengths and abilities. This is just the opposite of what my religion teaches.

I'm beginning to apply many of the problem-solving tools developed during the seminars to my shaky, hectic, and depressing marriage. With lots of personal problems, I know I can't be as effective in the classroom as I could be.

The seminars provided me feedback concerning my possibilities of becoming a teacher.

The seminar, during which we discussed the Myers-Briggs test, helped me understand more about myself but more importantly it helped me to respect people who are opposite types, such as my cooperating teacher.

(Her need for order and cleanliness kills me.')

Close communication between the university coordinator and the cooperating teacher is required for the program's success and provides discussion material for the weekly seminars. The university coordinator visits the school sites four to five times throughout the 10 week quarter to discuss progress with individual students and cooperating teachers and to assist with any problems of adjustment a student may have.

An individual conference with each student and the university coordinator is scheduled during the quarter. This conference allows the students the opportunity to discuss both their reactions to the field experience and personal feelings about their career choice. In order to provide the students with additional data concerning knowledge of self, the Myers-Briggs Test and Edwards Personal Preference Test are administered and interpreted for each student during the program. Most students utilizing the information from the field-based experience, the seminar, the conference, and the two standardized tests are able to arrive at a career decision by the end of the 10 week quarter. However, some cannot. Students who are still questioning teaching as a career choice at the end of the quarter, have an opportunity to repeat the field experience in either a classroom setting or a social agency.

Teacher education preparation becomes more of a unified four year experience through these initial activities. The student is better able to comprehend the meaning and relevancy of the teacher education program; furthermore, students can relate the basic requirement courses, such as educational psychology, sociology, and the professional studies components to the reality of the classroom.

Throughout the Freshmen Early Experience Program the strengths and

weaknesses of students are identified and appropriate counseling is offered. It is far better to identify these weaknesses at the freshmen level than to wait until selective admissions at the beginning of the junior year. The program, thus, affords an opportunity to extend an individually-guided-education approach at the college level. Above all it allows students to make informed career choices based on realistic classroom experiences and personal abilities, needs, and aptitudes.

Phase II: Exploring the School within the Context of Community

The primary purpose of the Sophomore Experience is to provide the pre-service teacher with a comprehensive overview of the school within the community. Seminars focus on the social, political, economic, and psychological forces existent within the community. Guided observations with follow-up seminars include diversified socio-economic school settings and community agencies such as Children's Services, Rehabilitation Centers, Welfare Agencies, Detention Homes, Alternative Schools, Recreational Settlement Centers, Drug Abuse Centers, and Family Services. Central office personnel from the local school districts and board of education members serve as resource people during the seminars to discuss their specific roles within the school setting.

While the class is taught by a professor from the Sociology Department, there is close articulation with the education faculty who cooperatively planned the programmatic scope and sequence of the program. Berman and Roderick (1975) support the basic need for this type of awareness:

Since the school is a microcosm within a larger macrocosm, the school needs to work out its relationship to the larger community and the larger world. A school which is continually swayed by what others

in the outside world and community are doing has not worked out the thoughtful modes of monitoring itself and establishing accountability procedures. On the other hand, a school which fails to look to the wider world as sources of ideas, as catalysts, and as sources of cooperative action on projects that no one group can execute on its own becomes ingrown and fails to expand its vision. (p. 15)

During Phase II the pre-service students enroll in an Educational Psychology Course. The course includes a case study in which the students observe systematically one or two children in a school setting over a ten-week period.

A synthesis seminar is a long range goal included in the Mansfield Model. The seminar is to be conducted each quarter for freshmen and sophomore education majors by the four full-time education faculty members. Its primary purpose is to help the students relate the information they are receiving in the basic requirement courses to the process of learning and teaching. So often students are heard to say, "I don't really see how these basic courses are going to help me become a better teacher." In reality, students need a broad knowledge base. With the trend toward interdisciplinary teaching at the elementary school level, this becomes even more critical. The idea of a synthesis seminar is supported strongly in the Report of the Committee on National Program Priorities in Teacher Education. (Rosner, 1972)

There must, it seems be a partnership of the subject matter disciplines and the pedagogical disciplines; neither can effect the training of teachers alone. Such a partnership means that the subject matter component and the pedagogical component cannot be related to consecutive parts of the students' training. There must be integration throughout

the whole of preprofessional training. Whether it be in the planning of models of training, setting forth of criteria, or development of materials for analysis or training, the two components must inform, test, and harmonize with each other....Performance in education deals with people teaching or learning something. The disciplines tell us about the something; pedagogy and psychology tells us about teaching and learning; both must help the student become a performing teacher. (pp. 236-237)

Phase III: Focus on Conceptualizing and Implementing the Educational Process

Certain field-based methods courses have been blocked for the purpose of integrating curricular offerings, thus, enabling a given group of students an opportunity to work at a selected school site during a considerable portion of a school day and over a significant time period. A theoretical framework for each of the methods courses is developed during the initial weeks of a ten-week quarter. The remaining weeks are spent relating the theory to practice during supervised field-based teaching experiences and follow-up seminars. In accordance with the philosophy that professional development is a "process of becoming," students are allowed to enroll in only one methods block per quarter in order to permit them time to internalize and grow from each experience.

Introductory Courses: Child Guidance and Conceptions of Teaching

These courses are taught concurrently to encourage students to relate principles of child growth and development considered in the Child Guidance Course with the basic conceptual framework of the educational process taught in Conceptions of Teaching. This experience gives students a cognitive base on which to build more specific concepts related to teaching children in various curricular areas. Students are given an

opportunity to relate the principles of learning to actual classroom situations. For example, the students implement the developmental Piagetian tasks with children at various grade levels so that appropriate comparisons can be made. Study tours are planned to visit numerous schools with various organizational patterns and diversified philosophies.

Educational Experiences of the Young Child

The pre-school/kindergarten course is designed to familiarize pre-service students with the social, physical and intellectual developmental characteristics of pre-school kindergarten children. These characteristics are related to appropriate educational activities which foster creativity and a healthy self-concept within children. Study tours to various pre-school, nursery, day-care, Project Head Start Programs are scheduled. Administrative personnel and teachers from these various centers serve as resource people during the seminars.

Language Arts Block

Language Arts, Children's Literature and Reading Courses are designed to equip students with the competencies needed to effectively guide children's learning. Utilization of oral and written language are included in this block in order to encourage the use of outstanding children's books as a basis for language arts and reading programs. During these courses individualized instruction, based on children's specific cognitive and affective needs, is emphasized. Following a two-week orientation, pre-service students work with 2 or 3 children throughout the 8 weeks experience at a selected school site. Students are supervised daily by the university personnel.

Math, Social Studies, Science Block

These courses are designed to acquaint students with the inquiry and

discovery processes involved in solving problems in the areas of mathmatics, social studies, science and everyday situations. Pre-service students are given approximately four weeks of instruction at the university, in an effort to explore an instructional programming framework for each respective discipline; the following five weeks are spent in an intensive school-based implementation of lessons in each of the three disciplines. Two or three pre-service students work with the entire class for four consecutive days with approximately 40 minutes for each discipline. University supervisors accompany the students and observe their teaching. A follow-up seminar each day affords an opportunity for immediate discussion and integration of the actual experiences to the conceptual framework of teaching.

Fine Arts Block

This integrated block includes experiences in Music, Art and Creative Dramatics. Selected school sites are used for actually implementing these courses. Each student is responsible for teaching the entire class in music. The art experience and creative dramatics course usually involve 2 or 3 pre-service students in each class.

The Integrated Interdisciplinary Block

The Integrated Block is designed to prepare students for bridging the gap between working with small groups of children in discrete methods courses and the student teaching experience which requires the integration of the separate-course experiences with an entire class of children. Students work in teams of three - each giving leadership in particular areas of the curriculum. Teams are used to enable students to work gradually into this type of teaching without becoming overwhelmed and discouraged. Each team is responsible for teaching a whole class of

children four mornings each week. All classes are held in one building. A seminar is held one hour preceding each teaching session to plan and discuss students' specific plans, problems and questions. Students are supervised by University personnel throughout the experience.

Each team in the Integrated Block continues working cooperatively during the student teaching quarter even though each student then is solely responsible for the instruction in his own classroom. As many teams as possible remain in the Integrated-Block School for Student Teaching. The remaining teams are placed in other approved Integrated Block and Student Teaching Sites. Cooperating teachers involved in this experience are required to participate in a two week Teacher Institute and a series of weekend mini-courses that provide the theoretical understandings that underlie the activities and procedures utilized in the Integrated Block and Student Teaching.

A three hour seminar is also scheduled once per week and forms an important component of the Integrated Block. It is designed to focus on specific teacher competencies and self-evaluation techniques. Video tapes of the weeks lessons are used during the seminars. Some of the mini-courses included as a part of the seminars are:

Questioning Techniques

Self-evaluation Techniques via Video-tapes

School Law and Teacher's Legal Responsibilities

Professional Ethics

Classroom Management Systems

Instructional and Audio-visual Materials

Management of Interest and Instructional Activity Centers

Human Relations' and Team Planning Skills

Parent Conferences and/or Pupil Progress Reports

Student Teaching Experience

This experience is designed to afford students an opportunity to synthesize and apply concepts and practices considered in professional education courses with larger numbers of pupils. The Student Teaching Experience is scheduled at the same site as the Integrated Block. Some of the mini-courses included in the Student Teaching seminars are:

Self-evaluation Techniques

Professional Ethics

Interview Procedures, Developing Personnel Files, Applying for Positions

Professional Associations

The process of becoming and continuously growing as a professional educator is enhanced through this Integrated Pre-service/In-service School-based Teacher Education Model. Teachers are being prepared to help children discover the joy of knowledge and the great potential of ideas.

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